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ABSTRACT

Nine student teachers kept logs and responded to questionnaires during their two student teaching assignments of 7 weeks and 8 weeks in the spring semester. The student teachers transitioned from observing to actual teaching more quickly in the second assignment. Within the assignments, however, the time they spent observing at the beginning of their assignment varied widely. In addition, there was significant diversity in the student teachers' experiences in their transition and supervision, regardless of their ability and performance, and despite the emphasis of the program. All student teachers who experienced inadequate transitioning and supervision were dissatisfied with their assignment, but strong student teachers appeared to overcome the situation while the weak floundered. The findings suggest that an emphasis on transition and supervision is important, but that this emphasis does not ensure quality transition or supervision. Both the transition into teaching and supervision can be enhanced by emphasizing the importance of both elements, providing information on how they can be done effectively, and monitoring these activities throughout student teaching to ensure appropriate implementation. Ten tables are appended. (JD)

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THE TRANSITION AND SUPERVISION OF STUDENT TEACHERS IN ELEMENTARY
SCHOOLS: A COMPARATIVE ANALYSIS OF TWO ASSIGNMENTS

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THE TRANSITION AND SUPERVISION OF STUDENT TEACHERS IN ELEMENTARY SCHOOLS: A COMPARATIVE ANALYSIS OF TWO ASSIGNMENTS

Student teaching is typically considered the most critical component of a teacher education program. It is the culminating experience of the program and the principle factor in determining whether a teaching credential should be awarded.

The major role that student teaching plays in preparing a teacher has been acknowledged consistently and often by a number of teacher educators (Brimfield & Leonard, 1983; Campbell & Williamson, 1983; Conant, 1963; Drummond, 1980; Ellenberg, 1981; Freeland, 1979; Funk, Hoffman, Keithley & Long, 1982; Gallemore, 1981; Hall, 1984; Joyce, Yarger & Howey, 1977; Lortie, 1975). Moreover, teachers generally indicate that student teaching is the most influential aspect of their program (Davies & Amershek, 1969; Goodman, 1985; Joyce, Yarger & Howey, 1977; Lortie, 1975; McAteer, 1976; Ryan, Newman, Mager, Applegate, Lasley, Flora, & Johnston, 1980) and frequently question the value of their other education courses (Dreeben, 1970; Fuller, & Brown, 1975; Hermanowicz, 1966; Garde, 1978). Despite the overwhelming support for student teaching by both teacher educators and teachers, little is actually known about the types of field experiences student teachers have and how these experiences affect their development as teachers (Doyle, 1985; Zeichner, 1980). As Griffin (1989) emphasizes, because of the paucity of research on student teaching, little direction is available on appropriate decisions and practices in student teaching.

Most student teaching programs are similar in nature; student teachers are expected to take on increasing teaching

responsibility in a classroom over a period of consecutive weeks, under the guidance of an experienced supervising teacher and a college supervisor. These two aspects of student teaching, the transition into teaching and supervision, are acknowledged as important to student teachers' experiences and their development as teachers.

With respect to the transition into teaching, educators suggest that student teachers should assume responsibility gradually, under the guidance of the supervising teacher. The transition into teaching, however, appears to vary among student teachers. For example, Burstein (1988), investigating a single student teaching program, found that some student teachers were primarily observed at the beginning of student teaching while others had major teaching responsibilities almost immediately; some student teachers gradually transitioned into teaching while others experienced an uneven transition, primarily teaching one day and primarily observing on another; and some student teachers transitioned differently in their two assignments, transitioning into teaching quickly in one assignment but not in another. Without exception, student teachers' were more satisfied with their assignments when a gradual transition occurred.

Griffin, Barnes, Defino, Edwards, Hukill, & O'Neill (1983) in a large scale multi-site investigation of student teaching (1989) also found that the transition into teaching varied among student teachers. Moreover, there was little evidence that the transition (pacing guide) suggested by the university, influenced practice. Griffin (1989) suggests that this transition seems to vary according to the supervising teachers' estimated ability of

the student teacher and the nature of the classroom. Another factor that may affect the transition into teaching, given the diverse experiences of student teachers across assignments (Burstein, 1988), is the supervising teachers' expertise in transitioning students teachers into teaching.

The second aspect, supervision, is acknowledged as a critical component in student teaching, but the extent to which student teachers are supervised appears to vary significantly among student teachers and across assignments. For example, Burstein (1987; 1988) found that some student teachers conferenced with their supervising teachers on a regular basis, both during scheduled meetings and informally, while others rarely conferenced with their supervising teachers at all. The amount and kind of supervision were related to student teachers' satisfaction with an assignment. Most often research has focused on the content and structure of supervision (Feiman-Nemser & Buchman, 1985; Griffin et al., 1983; Pajak & Glickman, 1989; Richardson-Koehler, 1984, 1988;) however, and only speculates on the effects of supervision on student teacher development (Griffin, 1989).

In summary, findings from the few studies available on student teachers' experiences indicate that student teachers' experiences can differ significantly among student teachers and across assignments but it is not clear why this diversity exists and how it affects student teacher development. Of particular concern is the inconsistency in the transition into teaching and supervision, since these practices are acknowledged as important

to the student teaching experience and are related to student teacher satisfaction with their assignment.

To provide some insight into the effects of the transition into teaching and supervision on student teachers' experiences and development, the present study was conducted. The purpose of the study was to examine how a student teaching program, that emphasized the importance of a gradual transition into teaching and guidance and support to student teachers, affected student teachers' experiences and performance.

Method

Subjects. Eleven student teachers enrolled in a section of student teaching in a liberal arts college in Southern California participated in the study. All student teachers were seniors, in their early twenties, and completing a liberal studies major and a Multiple Subjects (Elementary) Preliminary Teaching Credential. Seven were Caucasian, four were Hispanic.

Student Teaching Assignments. Each student teacher completed two full-day student teaching assignments (seven and eight weeks), spring semester, in two of five elementary training schools (K-6) located in a large culturally diverse metropolitan area. The training sites were selected because of administrative support to the teacher education program and because each represented diverse school experiences ranging in size (small, mid-sized, large), ethnic student makeup (predominantly Asian/Hispanic, Black, Hispanic/Asian, or multiethnic) socio-economic status (lower to upper), and schedule (year round and traditional). The specific characteristics of each school are

shown in Table 1.

Insert Table 1 About Here

Most student teachers were assigned to a primary and an intermediate placement. As shown in Table 2, assignments ranged from K-6 first assignment and K-5 second assignment. One afternoon a week was reserved for the student teaching seminar.

Insert Table 2 About Here

Supervising teachers were recommended by the principals at the selected training schools. The supervisor from the training institution met with all supervising teachers prior to student teaching. She reviewed the Student Teaching Handbook focusing on the expectations and requirements of the program, the gradual transition of the student teacher into teaching, providing feedback to student teachers, and providing the student teacher with full responsibility of the classroom by the last two weeks of each student teaching assignment.

The training institution's supervisor visited each student teacher approximately once every other week throughout the two assignments. During each visitation she observed the student teacher using an observational rating form and conferenced with the student teacher about her performance.

Data Collection Procedures. Data were gathered on the transition and supervision of student teachers, and factors influencing these experiences from: 1) student teachers on their

experiences, and 2) supervising teachers and the college supervisor on students' academic and student teaching performance.

Student teachers' daily logs specified time spent in activities and the nature of student teacher involvement (observing, assisting, teaching). Data were coded for activities in the classroom only; thus activities such as visiting the library or attending an assembly were not included. Also, time spent in nonacademic subjects such as party activities or preparation of materials were not coded. Thus, the data represent instructional activities with children in the classroom.

Weekly logs indicated student teachers' perceptions of their experiences. In these logs student teachers described their major activities for each week of student teaching, the appropriateness of these activities in developing their teaching abilities, concerns that arose about their activities, and student teaching activities appropriate to the various stages of student teaching. Student teachers also completed a questionnaire, estimating the influence (by percentage), of their background/philosophy, coursework, the college supervisor and the supervising teacher on their teaching performance. Student teachers evaluated supervising teachers on 28 competencies (adapted from Copas, 1984) reflecting their effectiveness as supervising teachers (14 items) and classroom teachers (14 items) using a rating scale ranging from "1" (ineffective) to "5" (effective) (Copas, 1984).

Information on student teachers' characteristics was provided by their overall grade point average (providing some indication of

their abilities) and their student teaching evaluations (indicating their performance during student teaching). Student teachers were rated by their supervising teachers and rated themselves on 22 competencies involving personal and professional qualities. The five-point rating scale ranged from "1" (inadequate) to "5" (outstanding). Two final evaluation forms, one for each assignment, were used for analysis.

Results

Transitioning into Teaching

Time Spent in Activities. Data on time spent in activities is reported for nine of the eleven student teachers. Incomplete data were provided by two student teachers and were not included in the analysis.

Time spent in activities for observing, assisting and teaching was analyzed for assignments 1 and 2. As shown in Table 3, student teachers spent more time observing (25% vs. 17%) and less time teaching (64% vs. 71%) in assignment 1 than in assignment 2 and about the same time assisting (11% vs. 13%) in both assignments.

Insert Table 3 About Here

To investigate the transition from observing to teaching, time spent in activities was analyzed for the beginning (weeks 1-2), middle (weeks 3-5), and end (weeks 6-7 first assignment and weeks 6-8 second assignment) of student teaching. The transition

was consistent for both assignments. As expected (See Table 3), in the beginning of student teaching student teachers primarily observed (51% and 45%), with some assisting (24% and 23%) and teaching (25% and 32%). In the middle stage of student teaching, most time was spent teaching (60% and 75%) with some time spent observing (23% and 10%) and assisting (17% and 15%). At the end of student teaching, almost all of their time was spent teaching (88% and 90%) with little time spent observing (5% and 6%) and assisting (7% and 13%).

While this transition, that is, the increase from observing to teaching during student teaching was consistent among all student teachers, there was significant variation for individual student teachers in time spent observing, assisting, and teaching, particularly at the beginning of student teaching. For example, in the beginning of the first assignment of student teaching, the percentage of time spent observing varied from 10% to 90%. Thus some student teachers spent almost all of their time observing while others spent almost all of their time teaching. Likewise, in the beginning of the second assignment, time spent observing varied from 13% to 69%. There was less variation at the end of student teaching where, with the exception of one student teacher, observing ranged only from 0% to 20% in the first assignment and 0% to 8% in the second assignment.

Examination across assignments indicates that time spent in activities for four of the nine student teachers differed significantly (by 20%) in assignments 1 and 2; three student teachers taught significantly more at the beginning of their

second assignment and one student teacher observed less and assisted more in the middle of the second assignment.

In summary, student teachers transitioned into teaching somewhat more quickly in assignment 2 than in assignment 1. Otherwise their transition in the two assignments was similar; they spent about half of their time observing in the beginning of their assignments with about one quarter time assisting and teaching, spent most of their time teaching in the middle of their assignment with some time observing and assisting and spent almost all of their time teaching at the end of their assignment with little assisting and teaching. Within this pattern, however, there was great variation among student teachers, particularly in the time they spent observing at the beginning of their assignment. Some observed most of the time while others observed rarely. Finally, examination of data across assignments indicated that time spent for student teachers, particularly at the beginning of student teaching differed significantly in the two assignments.

Student Teaching Performance. A 22-item five-point rating form (1 = unsatisfactory, 2 = needs to improve, 3 = satisfactory, 4 = strong, and 5 = outstanding) was used to evaluate student teachers on their performance. As shown in Table 4, mean ratings by supervising teachers differed in the two assignments; the mean rating for student teachers in the first assignment was 4.4 (range 3.2 to 5.0) and for the second assignment 3.9 (range 2.5 to 4.9). Table 5 shows the competencies for each item and the mean rating for each competency by assignment.

Insert Tables 4 and 5 About Here

In addition to supervising teachers' evaluations, student teachers rated themselves using the evaluation form. Their self-ratings were similar to that of the supervising teachers as shown in Table 6 with student teachers evaluating their performance as better in assignment 1 (mean 4.3, range 3.7-4.8) than in assignment 2 (mean 3.7, range 2.8 to 4.7).

Insert Table 6 About Here

The data indicate that overall, student teachers performed less well in the second assignment than in the first and that student teachers' perceptions of their competence were similar to the perceptions of their supervising teachers.

To investigate the consistency of student teacher performance, student teaching evaluations were grouped into three categories, strong (mean of "4" or above), satisfactory (mean of "3" to "3.9") and weak (mean of less than "3"). In the first assignment there was one satisfactory student teacher and nine strong student teachers. In the second assignment there was one weak student teacher, three satisfactory student teachers, and six strong student teachers.

The results indicate that 64% of the student teachers performed consistently across the two assignments. All of these were strong student teachers. The remaining student teachers

changed in their performance for assignments 1 and 2 from strong to satisfactory (3 student teachers) and from satisfactory to weak (1 student teacher).

The overall grade point average (GPA) of the student teachers was examined to determine whether their academic record was related to their performance. Grade point average ranged from 2.7 to 4.0 with a mean GPA of 3.3. Three of the four student teachers with a GPA below 3.0 (75%) and one of the seven student teachers with a CPA above 3.0 (14%) received satisfactory or weak evaluations (below "4" rating) in at least one student teaching assignment. These findings suggest that student teachers with lower GPAs may have more difficulty in student teaching than do other student teachers. On the other hand, one student teacher with the lowest GPA received the highest ratings across the two assignments.

Relationship of time spent in activities and student teacher performance. Data on student teaching evaluations were examined in relation to time spent in activities. Time spent teaching differed significantly for three student teachers (by at least 20%) in the two assignments. One of these student teachers was rated as satisfactory in the first assignment and weak in the second assignment. The other two student teachers were rated as strong in the first assignment and satisfactory in the second assignment. During assignment 1 all three of these student teachers spent less time teaching than the overall mean of teaching for student teachers and none of them took on primary responsibility in teaching (85% time or more) by the end of student teaching.

In contrast to the first assignment, all three of these student teachers in the second assignment spent more time teaching at the beginning of student teaching than the overall mean of teaching for student teachers but two of the three still did not take on primary responsibility for teaching by the end of their assignment. It may be that a more gradual transition into teaching in the second assignment would have been helpful to these student teachers. All other student teachers spent their time similarly in both assignments and assumed primary responsibility for the classroom by the end of student teaching.

Student teachers' perceptions of the transition into teaching. Student teachers' perceptions of their transition into teaching were described in weekly logs and in evaluations of the supervising teachers. The following comments indicate student teachers' concerns about their transition into teaching.

Assignment 1:

Week 4, Student Teacher 10. "A lot of responsibility has been put on me - an increase three-fold from last week."

Week 6, Student Teacher 5. "The increase (in responsibilities) was comfortable but not consistent from day to day."

In Assignment 2:

Week 1

Student Teacher 6. "Good for the most part, but I don't think I should have had to plan a lesson on my first day."

Student Teacher 9. "I feel they are a bit too quick for me."

Week 2

Student Teacher 6: "Overwhelming!"

Week 3

Student Teacher 6: "I felt a little better than last week because we are taking things a little slower."

Student Teacher 9: "Having three reading groups seems to be a lot of work for me at this point!"

Week 4

Student Teacher 7: "I am not feeling very good about this whole assignment, I'm feeling very bad about myself because I'm overwhelmed with responsibilities and I shouldn't be!"

Student Teacher 11: "I find it difficult to do some of the lessons when I never saw how they were done in the first place."

Week 5

Student Teacher 7: "Overwhelmed!".

Week 8

Student Teacher 5, Comments on Supervising Teacher Evaluation, Second Assignment. "It was very on again off again - full day to no responsibilities."

The data indicate that satisfactory and weak student teachers were frustrated with their transition into teaching. They were "overwhelmed!" It is not clear from this data, however, if the supervising teachers inappropriately required too much of the student teachers or if it was more difficult for these student teachers, than for the others, to assume teaching responsibility.

The weekly logs also provided information about appropriate activities that facilitated student teachers' transition into teaching. Table 7 lists the suggested activities for the beginning, middle, and end of student teaching. Orientation activities were suggested for the beginning of student teaching such as learning about the classroom (rules, procedures, students

names) and school facilities (location of resources, use of equipment). Student teachers suggested that initial class activities should include observing, assuming procedural activities (e.g., morning business and taking students to recess, lunch), small group activities (e.g., reading) and a simple whole class activity (e.g., reading a story).

Insert Table 7 About Here

In the middle of student teaching, student teachers focused on transitioning into the teacher role by being involved in a variety of activities (including units, learning centers and projects), and handling discipline.

As shown in Table 8, discipline was identified as the primary concern in both assignments. In the first assignment 100% of the student teachers identified discipline as a major concern during at least one week of student teaching (range 1 week - 5 weeks). In the second assignment seven of the nine student teachers identified discipline as the major concern (range 1-4 weeks). Discipline seemed to be somewhat more of a concern in the first assignment (identified 23 times) than in the second assignment (identified 17 times) but was a prevalent concern in both assignments.

Insert Table 8 About Here

Examination of data across assignments indicated that one of the weak student teachers had difficulty with discipline in both assignments (as described in the log and evaluations). Little consistency was found for other student teachers across assignments; several student teachers had discipline concerns in assignment 1 but not in assignment 2.

At the end of student teaching student teachers felt they should be responsible for the classroom and to "fine tune" their skills.

Supervision

Student teachers rated supervising teachers on a 5-point scale (1 = ineffective to 5 = effective) on their effectiveness as supervisors (14 items) and as classroom teachers (14 items). As shown in Table 7, supervising teachers were rated higher in assignment 1 (4.5, range = 2.8 to 5) than in assignment 2 (3.8, range = 1.7 to 4.9). In the first assignment two supervising teachers were rated low (below a "3"), one in supervision and one in teaching. In the second assignment three supervising teachers were rated low, two in supervision and one in both supervision and teaching. It is interesting to note that the three student teachers who were rated as satisfactory rated their supervising teachers lower than the other student teachers. It may be that poor supervision affected student teachers' performance. On the other hand, it may be that because of difficulty in student teaching, student teachers rated their supervising teachers as ineffective.

Insert Table 9 About Here

Item analysis of the evaluations for the five teachers rated low in supervision, indicated that all were rated low in sensitivity to the needs of the student teacher, four in observing, providing feedback, and transitioning the student teacher into teaching, and three in assisting the student teacher to develop skills in instruction and/or discipline.

In addition to the ratings, comments on evaluations by the student teachers provided some insight into the quality of their supervision. For example, comments about the effective supervising teachers reflected excellent role models as well as teachers who provided support and guidance.

Student Teacher 1, First Assignment

Mr. I was an excellent supervising teacher. He always provided feedback on lessons, was willing to start things at a pace in which I was comfortable. He always gave suggestions that were very helpful for the present situation and for future teaching. He is not only an excellent teacher but a very nice person as well.

Student Teacher 3, First Assignment

Mrs. M is a very skillful teacher. She expects the student teacher to do her/his job and she understands when there is a problem. Mrs. M lends a hand, whenever the situation arises. . . She is a great role model and has helped me in many ways.

Student Teacher 7, First Assignment

Mrs. H. is a very well prepared and knowledgeable teacher. She is a combination of warmth and firmness which guides the students flawlessly. She takes a lot of time dealing with the student teacher and discusses lessons and discipline/expectations, in depth.

Student Teacher 9, Second Assignment

Ms. P. is an excellent supervising teacher and classroom teacher. She has greatly supported me. Without Ms. P. I could not have finished student teaching. She has greatly influenced my teaching practices.

Student Teacher 10, Second Assignment

Mrs. H. was an excellent supervising teacher. She was everything a student teacher would need plus more! She really treated me as an equal and left me space to feel things out for myself.

On the other hand, comments about supervising teachers who were rated low indicate major problems with the supervising teachers' teaching and/or the supervision.

Student Teacher 5, First Assignment

Mr. F clearly has great concern for his students, but his low expectations and lack of consistency in discipline and class structure creates a very frustrating environment for student teaching.

Student Teacher 2, Second Assignment

I felt Ms. C. was much too busy to bother with me. I felt more like a substitute in the classroom. If it were not for the other teacher I would have been lost. Ms. P. gave me resources and many ideas that facilitated my lessons.

Student Teacher 5, Second Assignment

Don't let her ruin anybody else's life. I have lived a waking nightmare. The stress of working with her is too much and she only shows what a teacher shouldn't be.

In summary, student teachers had diverse experiences with their supervising teachers. Only five of the student teachers (45%) rated their supervising teachers high in both assignments for supervision and teaching. On the other hand, all student teachers had at least one assignment with a teacher rated high, in overall effectiveness. Most of the supervising teachers were

rated as high in their teaching but several, particularly those who rated their student teachers as weak or satisfactory, were rated low in supervision. According to student teachers, supervisors weak in supervision provided little observing and feedback, assistance in developing skills, consistency in the transition into teaching, and sensitivity to student teachers' needs.

Influence of supervision on student teachers experiences.

Data on student teachers' perceptions of influences on their teaching performance (See Table 10) indicated that student teachers were influenced most by the supervising teacher (38% and 33%), and about equally by coursework (24% and 17%), student teachers' background/views (19% and 21%), and the college supervisor (16% and 18%). These findings were relatively consistent for the two assignments except for two student teachers who were rated as satisfactory in the second assignment but as strong in the first assignment. These student teachers indicated that the supervising teacher's influence decreased (or was a negative influence) and the college supervisor's influence increased, because of the support she provided, from the first to the second assignment. For example, one student teacher said, "I wouldn't have made it without her" and the other, "helped me in trying times". It seems then, that the college supervisors' influence increases in assignments where student teachers are having difficulty.

Insert Table 10 About Here

Discussion and Recommendations

Findings from this study indicate significant diversity in student teaching experiences among student teachers and for individual student teachers across assignments. While the transition into teaching was similar in that teaching increased over time, the rate in which student teachers transitioned into teaching, particularly in the beginning of an assignment, varied among student teachers and across assignments. When student teachers were gradually transitioned into teaching, their experiences were enhanced and when this was not done, student teachers, particularly those who were weak or less able, floundered. While most supervising teachers followed the guidelines of the training institution for transitioning student teachers into teaching, several teachers did not. Given the findings, additional efforts must be taken to implement an appropriate transition into teaching for student teachers.

Supervision of student teachers also differed among student teachers and across assignments. While many of the supervising teachers provided effective supervision, others simply neglected the student teacher. They provided little observation, feedback and suggestions, and were perceived by their student teachers as being insensitive to student teachers' needs. With ineffective supervision, many of the student teachers, particularly the least able, had difficulty during student teaching.

These results indicate that strong student teachers somehow overcome adversity in poor training sites and perform

successfully, although they are critical of their experiences. Weak student teachers, on the other hand, may have difficulty performing successfully under these circumstances. They need to be placed in a training site that provides consistent transitioning into teaching, and support and guidance throughout the assignment. Clearly, regardless of the abilities and performance of student teachers, the results indicate that the quality of the training site relative to transitioning into teaching and supervision is critical to student teachers' experiences and development.

While supervision (including observing and conferencing) is a prevalent topic in teacher education, (e.g., Acheson & Gall, 1980; Sergiovanni, 1982) this study suggests that time spent in such activities, regardless of quality, may be sorely lacking. The results should be interpreted with caution, however, since supervising teachers' effectiveness was determined only by the student teachers. Further investigation of supervision should include other data on the effectiveness of supervising teachers to determine if reports of student teachers, particularly those who are weak, are valid.

The results from this study are consistent with Bursteins' findings (1987; 1988) about the diverse experiences of student teachers. They also indicate ways in which consistency can be improved among placement sites. The training institution provides the overall structure of student teaching and can influence the transition into teaching and supervision by orienting individuals involved in student teaching and providing guidelines. However, as shown in this study, the training site

is a major influence on student teachers' experiences. Regardless of the guidelines provided by the training institution, student teachers experienced significant differences in their transition into teaching and their supervision. Given the importance of the training site in preparing student teachers, at least as student teaching is traditionally structured, it is important to prepare supervising teachers for their critical role in training student teachers. Moreover, monitoring the student teaching experience is important, to ensure that appropriate transitioning into teaching and supervision are provided.

The following recommendations, based on the findings in this study, are provided to assist training institutions in improving the quality of student teaching.

1. All persons involved in student teaching, the college supervisor, supervising teacher, and student teacher should be knowledgeable about appropriate ways for student teachers to transition into teaching:
 - a. Provide student teachers opportunities to observe in both assignments.
 - b. Transition student teachers into teaching with a gradual increase in responsibilities. Transitioning may be done somewhat more quickly second assignment than first but student teachers must still be provided opportunities to observe so that they may "know the ways" of the classroom. Less able student teachers may need more time to transition into the classroom and may take longer to assume full responsibility of classroom activities.
 - c. Provide a developmentally appropriate continuum of activities for the beginning, middle, and end of student teaching.

- d. Monitor the transition into teaching by documenting student teaching activities and student teachers' satisfaction with their transition into teaching.
- 2. All persons involved in student teaching, the college supervisor, supervising teacher, and student teacher should be knowledgeable about ways to facilitate student teacher supervision:
 - a. Provide information to supervising teachers on their critical role in supervising student teachers. Anecdotal information on student teachers' experiences contrasting effective and ineffective supervision may be helpful to supervising teachers as they develop their supervisory skills.
 - b. Provide guidelines to supervising teachers on ways to facilitate supervision (e.g., see Table 9).
 - c. Provide information to the college supervisor about the importance of their support to student teachers, especially to those who are having difficulty student teaching.
 - d. Monitor the supervision of student teachers by documenting the frequency and nature of observation and conferencing.

Given the critical role of student teaching, it is imperative that student teachers are provided optimal experiences in which they can develop their teaching skills. The transition into teaching and supervision can be enhanced by emphasizing the importance of these activities, providing information on how these can be done effectively, and monitoring these activities throughout student teaching to ensure appropriate implementation.

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Table 1
Characteristics of Training Sites

Elementary School	Predominant Ethnic Make-Up	SES	Size	Schedule
1	Asian/Hispanic	lower	large	year-round
2	Black	lower-middle	small	traditional
3	Diverse	lower-middle	mid-sized	traditional
4	Diverse	lower-middle	small	traditional
5	Hispanic/Asian	lower	mid-sized	traditional

Table 2
Training Sites and Grade Levels for Each Assignment

Student Teachers	First Assignment		Second Assignment	
	Training Site	Grade	Training Site	Grade
1	1	6	4	K
2	2	4	5	K
3	2	6	3	3
4	2	K	5	4
5	4	4	3	1
6	4	K	3	3
7	1	5	4	1
8	1	1	3	1-3
9	1	2	5	4/5
10	2	6	3	2
11	1	5	3	1

Table 3

Time Spent Observing, Assisting, and Teaching
During Each Phase of Student Teaching

Assignment 1									
		Beginning		Middle		End		Total	
Student Teacher	Activity	Time	%	Time	%	Time	%	Time	%
1	Observe	1265	75%	603	19%	33	2%	1901	28%
	Assist	143	8%	0	0%	0	0%	143	2%
	Teach	280	17%	2588	81%	1978	98%	4846	70%
	Total	1688		3191		2011		6890	
2	Observe	1130	61%	490	17%	0	0%	1620	22%
	Assist	65	4%	513	18%	0	0%	578	8%
	Teach	655	35%	1895	64%	2600	100%	5150	70%
	Total	1850		2898		2600		7348	
3	Observe	493	36%	545	2%	0	0%	1038	17%
	Assist	358	26%	100	4%	0	0%	458	7%
	Teach	530	38%	2415	94%	1840	100%	4785	76%
	Total	1381		3060		1840		6281	
5	Observe	195	10%	360	9%	5	0%	560	7%
	Assist	1055	52%	640	16%	190	11%	1885	25%
	Teach	780	38%	2910	74%	1555	89%	5245	68%
	Total	2030		3910		1750		7690	
6	Observe	295	33%	425	24%	250	20%	970	25%
	Assist	410	46%	555	32%	285	23%	1250	32%
	Teach	190	21%	760	44%	705	57%	1655	43%
	Total	895		1740		1240		3875	
7	Observe	975	49%	170	6%	45	2%	1190	17%
	Assist	455	23%	0	0%	0	0%	455	7%
	Teach	575	29%	2665	94%	2055	98%	5295	76%
	Total	2005		2835		2100		6940	
9	Observe	1408	90%	2254	61%	290	13%	3952	53%
	Assist	0	0%	0	0%	55	3%	55	1%
	Teach	165	10%	1423	39%	1807	84%	3395	46%
	Total	1573		3677		2152		7402	
10	Observe	1660	82%	1225	30%	180	6%	3065	36%
	Assist	230	11%	0	0%	0	0%	230	3%
	Teach	130	7%	1995	62%	3050	94%	5175	61%
	Total	2020		3220		3230		8470	
11	Observe	600	47%	195	9%	0	0%	795	16%
	Assist	490	39%	765	36%	385	23%	1640	32%
	Teach	179	14%	1184	55%	1325	77%	2688	52%
	Total	1269		2144		1710		5123	
	Observe	8021	51%	6267	23%	803	5%	15091	25%
	Assist	3206	24%	2573	17%	915	7%	6694	11%
	Teach	3484	25%	17835	60%	16915	88%	38234	64%
	TOTAL	14711		26675		18633		60019	

Table 3 (continued)

Time Spent Observing, Assisting, and Teaching
During Each Phase of Student Teaching

Assignment 2									
		Beginning		Middle		End		Total	
Student Teacher	Activity	Time	%	Time	%	Time	%	Time	%
1	Observe	1200	86%	350	13%	155	7%	1705	22%
	Assist	90	6%	0	0%	0	0%	90	1%
	Teach	100	7%	2250	87%	2100	93%	4450	71%
	Total	1390		2600		2255		6245	
2	Observe	885	57%	0	0%	80	6%	965	18%
	Assist	230	15%	635	27%	100	7%	965	18%
	Teach	450	29%	1700	73%	1183	87%	3333	63%
	Total	1565		2335		1363		5263	
3	Observe	495	40%	535	18%	0	0%	1030	16%
	Assist	280	23%	100	3%	0	0%	380	6%
	Teach	455	37%	2320	79%	2065	100%	4840	77%
	Total	1230		2955		2065		6250	
5	Observe	245	13%	0	0%	0	0%	245	3%
	Assist	1030	55%	765	23%	70	3%	1865	24%
	Teach	585	31%	2600	77%	2355	97%	5540	72%
	Total	1860		3365		2425		7650	
6	Observe	225	26%	320	16%	250	22%	795	20%
	Assist	280	33%	885	43%	150	13%	1315	32%
	Teach	345	41%	840	41%	760	66%	1945	48%
	Total	850		2045		1160		4055	
7	Observe	880	41%	425	13%	90	4%	1395	19%
	Assist	500	23%	0	0%	0	0%	500	7%
	Teach	755	36%	2750	87%	1950	96%	5455	74%
	Total	2135		3175		2040		7350	
9	Observe	1114	48%	320	8%	145	4%	1579	16%
	Assist	280	12%	0	0%	0	0%	280	3%
	Teach	940	40%	3590	92%	3445	96%	7975	81%
	Total	2334		3910		3590		9834	
10	Observe	1175	69%	305	10%	0	0%	1480	18%
	Assist	200	12%	690	23%	140	4%	1030	13%
	Teach	340	19%	2040	67%	3210	96%	5590	69%
	Total	1715		3035		3350		8100	
11	Observe	565	25%	320	14%	160	8%	1045	16%
	Assist	640	28%	410	18%	290	14%	1340	20%
	Teach	1050	47%	1565	68%	680	79%	4295	64%
	Total	2255		2295		2130		6806	
TOTAL	Observe	6784	45%	2575	10%	880	6%	10239	17%
	Assist	3530	23%	3485	15%	750	5%	7765	13%
	Teach	5020	32%	19655	75%	18748	90%	43423	71%
	Total	15334		25715		20378		61427	

Table 4

Student Teaching Evaluations
by Supervising Teacher (N=11)

Student Teacher Evaluations First Assignment												
Competencies	1	2	3	4	5	6	7	8	9	10	11	Mean
Professional Responsibility (6 items)*	5.0	5.0	4.8	4.5	4.5	4.3	4.8	4.4	3.2	3.8	4.8	4.5
Instructional Planning (3 items)	5.0	5.0	4.7	3.7	4.0	4.7	4.7	4.7	2.7	3.3	5.0	4.3
Instruction (9 items)	5.0	5.0	4.7	4.7	4.6	4.4	4.7	4.2	3.6	4.2	4.9	4.6
Classroom Managements (4 items)	4.5	5.0	4.5	4.3	4.2	4.3	4.5	3.3	3.0	4.3	4.8	4.3
Overall Mean	4.9	5.0	4.7	4.4	4.4	4.4	4.7	4.1	3.2	4.0	4.9	4.4

Student Teacher Evaluations Second Assignment												
Competencies	1	2	3	4	5	6	7	8	9	10	11	Mean
Professional Responsibility (6 items)*	4.2	5.0	5.0	3.3	4.0	3.2	4.0	4.2	2.8	4.6	3.7	4.0
Instructional Planning (3 items)	3.7	4.3	5.0	2.5	3.7	3.5	4.4	4.0	3.0	4.7	4.4	3.9
Instruction (9 items)	4.0	4.8	4.8	3.2	4.3	3.2	4.0	3.7	2.6	4.8	3.7	3.9
Classroom Management (4 items)	4.0	4.8	4.8	2.3	5.0	3.3	4.0	3.9	1.3	5.0	3.8	3.8
Overall Mean	4.0	4.8	4.9	3.0	4.3	3.3	4.1	4.0	2.5	4.8	3.6	3.9

*Ratings indicate the mean across items in each category

Table 5: Mean Rating of Student Teachers on Each Competency

Competencies	Assignment 1	Assignment 2
<u>Professional Responsibility</u>		
1. Performs assigned tasks responsibility and with good judgment	4.5 (1)*	3.7 (4)*
2. Demonstrates resourcefulness and initiative	4.6 (1)	4.0 (3)
3. Uses suggestions to improve instruction	4.6 (2)	4.2 (2)
4. Establishes and maintains rapport with staff	4.4 (0)	4.2 (1)
5. Analyzes instruction relative to strengths and weaknesses	4.5 (1)	3.7 (4)
6. Assumes the responsibilities of a full time teacher	4.3 (1)	3.6 (2)
<u>Instructional Planning</u>		
7. Prepares appropriate assessment to determine student's level of performance	4.1 (2)	3.8 (3)
8. Prepares lesson plans that include appropriate objectives, materials, procedures, and evaluation	4.3 (3)	3.9 (4)
9. Prepare at least one unit with integrated and appropriately sequenced lesson plans	4.6 (1)	3.9 (3)
<u>Instruction</u>		
10. Motivates and sustains students' interest and involvement	4.3 (1)	3.7 (4)
11. Presents ideas and instructions clearly and meaningfully to students	4.6 (1)	3.9 (3)
12. Demonstrates knowledge of content	4.6 (1)	4.0 (2)
13. Provides appropriate practice to enable students to attain objectives	4.8 (0)	4.0 (3)
14. Provides activities and materials appropriate for students with diverse needs, interests, and learning styles	4.4 (1)	3.8 (4)
15. Promotes ability of student to evaluate information, think analytically, and reach sound conclusions	4.4 (1)	3.4 (5)
16. Paces lessons appropriately and adjusts the tempo to student needs	4.5 (1)	3.4 (5)
17. Fosters positive student attitudes toward learning and capacity to become independent learners	4.6 (0)	4.1 (2)
18. Demonstrates ability to teach students with ethnic, cultural, linguistic and socio-economic differences	4.8 (0)	4.3 (2)
<u>Classroom Management</u>		
19. Establishes and sustains a classroom environment that promotes learning and fosters mutual respect	4.1 (2)	3.6 (4)
20. Establishes and maintains necessary routines	4.5 (2)	4.0 (3)
21. Sustains appropriate student conduct through efficient and consistent management techniques	3.8 (2)	3.6 (5)
22. Establishes and sustains rapport with students	4.6 (0)	4.0 (2)
OVERALL MEAN	4.4 (1)	3.9 (3)

* Numbers in parentheses indicate number of student teachers receiving less than a "4" on each item.

Table 6

Student Teachers' Self-Ratings and Supervising Teachers
Evaluations of Student Teacher Performance

Student Teacher	First Assignment		Second Assignment	
	Student Teacher	Supervising Teacher	Student Teacher	Supervising Teacher
1	4.8	4.9	3.6	4.0
2	4.0	5.0	4.0	4.7
3	3.7	4.7	4.1	4.9
4	4.8	4.3	3.9	2.9
5	4.0	4.3	3.4	4.3
6	4.7	4.2	3.4	3.3
7	4.7	4.6	3.9	4.1
8	3.8	4.2	3.3	4.0
9	4.0	3.1	3.1	2.4
10	4.0	4.2	4.7	4.8
11	4.8	4.9	2.8	3.6
Mean	4.3	4.4	3.7	3.9

Table 7

Activities Suggested by Student Teachers to Facilitate
Student Teaching

Stages	Activities
Beginning	Present morning business Assist with one-on-one activities Lead class in easy activity such as a story Call roll Lead students to recess and lunch Get acquainted with class setup Know location of materials Work machines Observe and listen Know rules and regulations Learn children's names Learn the schedule Teach small groups (e.g., reading) Try handling discipline
Middle	Be aware of class when working with a small group Get involved in activities Take charge Teach whole and small groups Handle discipline Provide group projects, units, learning centers Plan weekly schedules Be involved in all activities Teach most or all reading groups Teach whole class lessons Teach the majority of activities
End	Fine tune Develop learning centers and unit projects Have the supervising teacher leave the room Total control of all activities

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Beginning	Present morning business Assist with one-on-one activities Lead class in easy activity such as a story Call roll Lead students to recess and lunch Get acquainted with class setup Know location of materials Work machines Observe and listen Know rules and regulations Learn children's names Learn the schedule Teach small groups (e.g., reading) Try handling discipline
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End	Fine tune Develop learning centers and unit projects Have the supervising teacher leave the room Total control of all activities

Table 8

Number of Times Student Teachers Identified Discipline
as a Major Concern

Week	Assignment 1 (n=9)											Assignment 2 (n=9)											
	1	2	3	4*5	6	7	8*9	10	11	Total	1	2	3	4*5*6	7	8	9	10	11	Total			
1					x												x			1			
2		x		x		x			x	5						x	x		x	3			
3		x		x			x		x	5						x			x	2			
4		x	x						x	3			x					x	x	3			
5		x				x			x	3													
6							x		x	3							x	x		2			
7		x	x	x						3						x	x	x		3			
8																x		x	x	3			
Tot.	5	2	3		3	1	2		4	1	2	23	0	0	1		1	3	1	4	3	4	17

*Missing data for student teachers 4 and 8 in assignment 1 and student teachers 4 and 5 in assignment 2.

Table 9
Evaluation of Supervising Teacher

Competencies	Supervising Teachers-Second Assignment Ratings											Overall
	1	2	3	4	5	6	7	8	9	10	11	
Supervision												
1. Provided the student teacher with information basic to adjustment to the class and school.	5	4	5	1	4	2	4	5	3	5	2	3.6
2. Helped the student teacher locate resource materials, persons, and supplementary materials.	4	1	5	1	4	2	4	4	3	5	3	3.2
3. Provided opportunities for the student teacher to study children and their learning process.	4	3	5	3	3	3	3	5	5	5	3	3.8
4. Structured responsibilities which gradually inducted the student teacher into full-time teaching.	3	2	5	1	5	2	4	5	5	5	3	3.6
5. Helped the student teacher develop skills in planning and evaluating learning experiences.	3	4	5	1	4	3	4	4	5	4	4	3.7
6. Worked with the student teacher in developing skills of presentation.	4	1	5	1	3	3	5	3	5	5	4	3.5
7. Assisted the student teacher in developing skills of discipline and control throughout the student teaching experience.	4	2	5	3	3	3	4	4	4	4	4	3.7
8. Observed the student teacher and provided feedback as to the effectiveness of performance.	2	2	5	3	4	4	5	4	5	5	2	3.7
9. Informed the student teacher of errors in a manner which protected the student teacher from embarrassment.	3	3	5	4	5	2	3	5	5	5	3	3.7
10. Interrupted the student teacher's lesson at appropriate times and in an appropriate manner.	3	4	5	1	4	2	3	5	5	4	3	3.5
11. Accepted the student teacher as co-worker of equal status in guiding the learning process.	5	2	5	1	3	3	4	4	5	5	3	3.6
12. Provided for interaction with the student teacher through conferences.	4	3	5	2	3	3	5	4	5	5	4	3.7
13. Encouraged the student teacher to explore and develop unique teaching behaviors.	4	1	5	1	3	3	5	4	5	5	3	3.2
14. Demonstrated sensitivity to the emotional needs of the student teacher in personal relationships.	5	2	5	1	3	2	4	4	5	5	2	3.4
MEAN	3.7	2.4	5.0	1.7	3.6	2.5	4.0	4.2	4.6	4.8	3.1	3.6

Teaching													
1.	Demonstrated ability to cope with unexpected and explosive situations.	5	5	5	5	3	5	5	5	5	4	5	4.7
2.	Accepted responsibility for skillfully guiding learners.	5	5	5	5	3	5	5	5	4	4	5	4.6
3.	Progressed from familiar materials and experiences to unfamiliar in structuring learning experiences.	5	5	5	5	2	5	4	4	5	3	5	4.3
4.	Utilized teaching materials and methods relevant to the interests of the children.	5	5	5	5	3	4	4	5	5	5	5	4.6
5.	Provided for reinforcement and enrichment of the curriculum through correlated activities.	5	5	4	5	1	5	5	5	5	4	5	4.4
6.	Employed creative approaches in the classroom and encouraged the children's creativity.	5	5	5	5	5	4	4	5	4	3	5	4.4
7.	Encouraged children to take an active role in the learning process.	5	5	5	5	3	5	5	4	5	4	5	4.6
8.	Recognized and provided for individual differences in learning.	5	5	4	5	4	5	4	4	3	5	5	4.4
9.	Reinforced positive behaviors in the classroom.	5	5	4	5	2	5	5	5	4	3	5	4.3
10.	Provided children with a clear idea of expectations.	5	5	4	5	1	5	5	5	5	2	5	4.2
11.	Enforced rules in a fair and objective manner.	5	5	5	5	2	4	4	4	4	3	4	4.3
12.	Disciplined the children in a way which encouraged development of self-discipline.	5	5	4	5	1	4	5	5	4	1	4	3.9
13.	Provided for children's development of positive means of adjustment in the classroom.	5	5	5	5	3	5	5	5	4	3	5	4.5
14.	Interacted with students in a way which fostered mutual respect.	5	5	5	5	3	5	5	5	3	2	5	4.3
MEAN		5.0	5.0	4.6	5.0	2.5	4.7	4.7	4.7	4.3	3.3	4.7	4.4
OVERALL MEAN		5.0	4.9	4.7	5.0	2.8	4.7	4.8	4.7	4.6	3.1	4.7	4.5

5 point scale from 5 - effective to 1 - ineffective

Table 10

Influences of Background/Philosophy, Courses, Supervising Teacher
and College Supervisor on Student Teacher Performance
for Assignments 1 and 2

Student Teachers	Background/ Philosophy		Courses		Supervising Teacher		College Supervisor	
	1	2	1	2	1	2	1	2
1	20%	35%	25%	20%	40%	35%	15%	10%
2	30%	25%	25%	25%	30%	40%	15%	10%
3	10%	15%	15%	15%	60%	55%	15%	15%
4	20%	5%	20%	5%	40%	10%	20%	50%*
5	3%	50%	2%	10%	75%	20%	20%	10%*
6	5%	5%	45%	20%	25%	50%	20%*	20%*
9	10%	15%	30%	20%	25%	40%	10%**	10%**
10	50%	25%	25%	10%	20%	30%	5%	10%*
11	20%	10%	30%	30%	30%	20%	20%	30%*
Mean %	19%	21%	24%	17%	38%	33%	16%	18%

Note. Estimates for each assignment should equal 100%.
Data is missing for two students.

*Remainder of percent was estimated in "other" influences.

**Percentages did not equal 100%